

Kentucky Teacher™

MAY 2003

Report to the Board 'Adequate' school funding would cost additional \$740 million

By Faun S. Fishback
Kentucky Department of Education

Kentucky would require an additional \$740 million to adequately fund the state's public schools, according to a report presented to the Kentucky Board of Education during its April meeting. The report, prepared for the board by Lawrence O. Picus and Associates, said an additional \$873 per pupil would be needed to fund a \$175 million expansion of preschool services and provide \$565 million for K-12 programs such as full-day kindergarten and increased school-based professional development and technology.

The increase in funding would also provide smaller class sizes: 15 students per class in grades K-3 and 25 students per class in all other grades. Funding at this level would place in every school at least one full-time instructional facilitator/coach to work with the faculty, at least one teacher tutor to work one on one with struggling students and at least one student/family support professional. It also would provide for art, music, physical education and media services specialists for every school.

The adequacy study report did not include money for teacher pay raises or fund positions for assistant principals or teacher aides.

The report concludes Phase I of a two-year study of successful schools to determine what it takes to finance student performance at high levels (state-of-the-art ap-

proach). The study used actual Kentucky financial data to project costs for schools and districts. Models of ideal staffing and resources were developed for an elementary and a secondary school with 500 students.

In Phase II of the study, the Picus organization drew on the professional judgment of Kentucky education professionals to estimate what staffing and resources are needed in an adequately funded school. Interviews were completed in April, and the report will be issued soon.

The Phase I adequacy report echoes two other reports that call for increased education funding in Kentucky to maintain the goals of the 1990 Kentucky Education Reform Act. A report earlier this year from Gov. Paul Patton's office said an additional \$400 million would be needed to meet education reform promises. A report commissioned by the Council for Better Education, a coalition of Kentucky superintendents, said an additional \$1.2 billion is needed to completely fund education reform programs as well as increase teachers' salaries and lengthen the instructional year.

Though the 2003 General Assembly made education funding to schools and districts a priority, many education programs sustained cuts. The legislature removed \$63.8 million from public education by eliminating the Department of Education's eight regional service centers, postponing textbook pur-



Photo by Rick McComb

Aiming to Learn

Trigg County Middle School science teacher Sheila Thomas takes aim with a compound bow during training for "Archery: On Target for Life." For information about the new program and how it is helping students in more than 120 Kentucky schools, see Page 6.

chases scheduled for 2003-04, and reallocating school rewards money in that fiscal year.

The Kentucky Board of Education and the Department of Education will use the Picus adequacy studies to develop budget recommendations before next year's legislative session. The Phase I adequacy study is available on the department's Web site. Go to www.kentuckyschools.org and enter "#SEEK Study" in the keyword/search box.

During the April meeting, the board also took these actions:

- Set preschool funding for 2003-04 at slightly more than \$46 million. Due to higher numbers of children participating in the pro-

gram, the per-child rate for serving at-risk preschoolers will be \$160 less than last year.

- Approved intent to amend the Student Discipline Guidelines regulations to bring them into compliance with amendments to existing state law.

Before adjourning, the board reviewed superintendent vacancies for next school year and asked Education Commissioner Gene Wilhoit and the Department of Education to strongly encourage every district to pursue a diverse group of candidates for each vacancy.



Compare and contrast: **Audit results show why some schools soar while others struggle**

By Gene Wilhoit
Commissioner of Education

Within days of the release of Commonwealth Accountability Testing System data last fall, teams of educators and education advocates were helping schools analyze the numbers and gear up for improvement. Kentucky's 60 lowest-scoring schools received mandatory scholastic audits or reviews, and 81 more schools – including some high performers – requested scholastic reviews.

After weeklong studies, the teams reported back to each school, identifying strengths and weaknesses and recommending next steps for meeting students' needs. Many of those schools are already well under way toward improvement.

The Department of Education has analyzed the data from all 141 audits. (To simplify, I'll use the term "audit" to mean both scholastic audits and reviews. The processes are essentially the same.) The results offer insight into why some schools are succeeding while others are not. Compare and contrast general trends in the audited successful schools and the lowest performers, standard by standard:

Standard 1: Curriculum

Most successful schools continuously evaluate and align the curriculum with Kentucky's academic expectations, core content and program of studies; most struggling schools do not. Successful schools have a common academic core for all students. More than half of the low-performing schools received the bottom rating in this area.

Standard 2: Classroom Evaluation/Assessment

Schools at all levels still have the lowest-performing schools rank low in every indicator. Teachers are

not collaborating to align day-to-day assessments with the curriculum; students do not appear to know what is expected of them; teaching is not driven by a frequent analysis of student performance. Many successful schools, but few struggling schools, are making headway in using a variety of test results to identify achievement gaps.

Standard 3: Instruction

Successful schools have aligned their instructional strategies and activities with their goals. Teachers know content, and sufficient resources are available for teaching and learning. Instruction is varied, individualized and linked to learning goals. Homework is frequent, monitored and tied to instructional practice. Schools that failed to reach their academic achievement goals usually rank low in these areas.

Standard 4: School Culture

Variances between successful and unsuccessful schools are more dramatic and significant here than in any other standard. Most schools that meet their academic achievement goals also rank high in creating a safe, orderly environment where equity and diversity are valued and supported and all adults take responsibility for the achievement of all students. Most low-performing schools have not yet created that kind of environment.

Standard 5: Student, Family and Community Support

Successful schools have formed effective partnerships with families and communities to remove barriers to learning. Low-performing schools need more community support to make all courses accessible to all students and to develop effective instructional assistance beyond the classroom.

Standard 6: Professional Growth, Development and Evaluation

Most successful schools analyze their test data and base staff development plans on what students need. This is not happening in low-performing schools.

Standard 7: Leadership

Successful schools shine in support for teaching and learning, organizational direction, high expectations for all, and leadership capacity within the faculty and staff. Low-performing schools are still challenged in these areas.

Standard 8: Organizational Structure and Resources

Variances exist in the ability to maximize resources, make staff assignments based on faculty strengths and student needs, use time efficiently to maximize learning and align the school schedule with student learning needs. Many low-performing schools fail to base budget decisions on student performance data and school improvement goals.

Standard 9: Comprehensive and Effective Planning

While schools at all performance levels need to improve in this standard, low-performing schools need to focus especially on making school improvement planning a collaborative process that defines school goals, sets a course for meeting those goals, evaluates progress and communicates a commitment to continuous improvement.

We now have a broad overview of where schools are and how they might improve. The Department of Education's charge is to help schools reach proficiency by 2014. However,

we are dealing with significant cuts in financial resources. We must become more focused in the support we offer. To that end, we are maintaining our commitment to the highly skilled educators program, which assigns specially trained educators to work with the lowest-performing schools. We are expanding our partnerships with education cooperatives, universities, professional associations and other organizations to make the best use of available resources and avoid duplication of services.

We are doing what all schools and districts are doing this spring: analyzing data and planning accordingly. We will stay focused on where Kentucky schools need to be by 2014, and we will continue to do everything we can to support schools and districts in meeting that goal.

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For details on the nine standards, visit www.kentuckyschools.org and enter "Standards and Indicators for School Improvement" (with quotation marks) in the keyword/search box.

To comment to the commissioner on this topic, send e-mail to gwilhoit@kde.state.ky.us or phone (502) 564-3141.

Back issues of Kentucky Teacher now available online

Every issue of *Kentucky Teacher* from September 1997 to the present is now available online. Go to www.kentuckyschools.org, enter "#kentucky teacher" in the keyword/search box, click "search" and select by school year.

Print editions of many back issues are still available. To request copies, send e-mail to kyteacher@kde.state.ky.us or phone (502) 564-3421.

Law requires equal access to rigorous courses

In the spring of 2002, the Kentucky General Assembly passed legislation that requires significant changes in access to challenging curriculum choices for all students. Discussions with district- and school-level educators indicate a low level of awareness about this law and some confusion about its requirements.

The law (filed as Senate Bill 74 of 2002) requires districts to provide multiple options for middle and high school students to ensure that all students have access to rigorous courses.

Effective Now

SB 74 requires schools to have taken these actions during the 2002-03 school year:

- Accept for credit toward graduation any course a student completes through Kentucky Virtual High School (KVHS) and include the student's KVHS course grades when calculating grade point average, without distinction between the KVHS course and courses taught within the school district.
- Accept for credit toward completion of high school course require-

ments an AP course or a high school equivalent taken by a student in grades 5, 6, 7 or 8 if that student achieves a score of "3" or better on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent course, based on the local grading scale.

- Pay tuition and other costs for a student enrolled in a KVHS for-credit course that is part of the student's course schedule.

Effective 2003-04

Starting with the next school year, KRS 160.348(1) requires that the school-based decision making council at every high school offer a core curriculum of Advanced Placement, International Baccalaureate, dual enrollment or dual credit courses, using on-site instruction, electronic instruction, or both. The law defines this core curriculum as one course in at least four of these six content areas: English, science, mathematics, social studies, foreign language and the arts.

Administrative regulation 704 KAR 3:510 stipulates that an AP course must meet these standards:

- Be identified as Advanced Placement by the College Board;
- Include the content described by the College Board;
- Be aligned with Kentucky's Academic Expectations;
- Prepare a student to be successful on the College Board AP exam.

A list of AP courses and course outlines is available on the College Board's Web site at www.apcentral.collegeboard.com.

Each high school must establish a policy on the recruitment and assignment of students to Advanced Placement, International Baccalaureate, dual enrollment or dual credit courses. Such policies must recognize that all students have the right to be academically challenged and encouraged to participate in these courses. The councils also must adopt policies ensuring that teachers assigned to AP courses are certified in the content area and prepared through professional development to teach an AP course.

For a complete copy of the legislation, go to www.lrc.state.ky.us/recarch/02rs/sb74.htm. For clarification

or assistance about the law and related regulations, contact Denise Ruffra at druffra@kde.state.ky.us or (502) 564-2106.

For additional information about KVHS courses, visit the Web site at www.kvhs.org or contact Linda Pittenger at lpitteng@kde.state.ky.us or (502) 564-4772.

A Letter From the Editor

Dear Readers,

After 19 years at the Department of Education, including a dozen years as editor of Kentucky Teacher and its predecessor EdNews, I will retire at the end of July.

Talk about mixed feelings! One minute I'm excited about the future, the next I'm wistful about the past. So many committed educators accomplishing miracles every day; so little time and space to feature every one of them on these pages.

I thank the many teachers, administrators, parents, school public relations directors and others who have contributed articles, story ideas and feedback over the years. Your contributions have been important to the evolution of this publication as a professional development tool for teachers. Your comments have been catalysts for change.

Please continue to submit your articles and ideas. The staff is already planning your fall issues! Send info to kyteacher@kde.state.ky.us or phone the Division of Publications and Web Services at (502) 564-3421.

While I can retire from full-time employment, I can never stop supporting public schools. I'll be looking for ways to stay connected with educators, the most dedicated, hard-working, goal-focused people in the state.

Best wishes to all of you.

Fran

About the Cover . . .

Several pint-sized "Roughriders" participated in a Teddy Roosevelt look-alike contest as Rich Pond Elementary School wrapped up a Roosevelt-related unit of study. The contest judge was Jonathan Roosevelt, the 26th president's great-great grandson. He visited the school in response to students' persuasive letters inviting the Roosevelt family to participate in the study's culminating events.

In another unit activity, students collected more than 200 teddy bears for a local child advocacy center. They launched the project after reading a newspaper article about the 100th anniversary of the teddy bear and the toy's historical connection to Theodore Roosevelt. At left, Tiara Moore, Briana Mitchell and classmates raise their teddy bears high.

For more information about the school's unit of study, contact Kathy Cornett at (270) 781-9627 or kcornett2@warren.k12.ky.us.



Photo by Rick McComb

Crabbe Elementary 4th-graders go to pieces!

Ashland school-parent-community partnership 'quilts across the curriculum'

By Fran Salyers
Kentucky Department of Education

In Kentucky, quilt making and community service are long-standing traditions. In one Ashland Independent school, those traditions come together to teach students some new lessons.

Crabbe Elementary 4th-grade teachers Donna Suman and Krisi Kramer build much of their second-semester instruction around quilting. They call their approach "Piece by Piece: Quilting Across the Curriculum." As their 38 students research, design and make quilts, they gain skills in mathematics, science, social studies, language arts, technology, practical living and the arts.

"This is a very differentiated approach to teaching core content," says Ashland Family Resource Center coordinator Geri Willis. "Crabbe Elementary is a schoolwide Title I school, and approximately 85 percent of the diverse student population is eligible for free or reduced-price lunch. We wanted to find a way to address every learning style and reach students at every learning level."

Thus began the "Piece by Piece" project. Willis, who refers to herself a "budding quilter," recognized the possibilities of teaching a wide range of mathematics concepts through quilting. She and Suman developed a plan and went looking for funds to implement it. They missed out on a grant, but a local citizen was so impressed with their idea that he wrote them a personal

check for \$1,000. That contribution supported the first three years of the program. The Ashland Board of Education provided funds this year so the program could continue.

"Piece by Piece" now goes beyond mathematics to teach concepts in five additional content areas. "The project offers a little bit of everything and gives every student an opportunity to succeed," Suman said. "We make literature connections through books on the topic – books written at all reading levels. In science, students who don't understand concepts just by reading or hearing about them really catch on when they make natural dyes by crushing and boiling berries and then putting fabric into the dyes."

Kramer, who also teaches 4th-graders, has noticed that students who struggle with mathematics often excel with a tangram (a Chinese puzzle with seven specific geometric pieces for creating objects and designs) and a geoboard (a grid for using pegs and rubber bands to create triangles and other multi-sided shapes).

"These students get really excited and motivated when they solve a tangram challenge before the high-performing students do," Kramer said.

Parents and others in the community get involved in the project from beginning to end, doing everything from sharing stories about their own quilts to teaching the students how to stitch. To give something back to the community, the students donate their seven com-

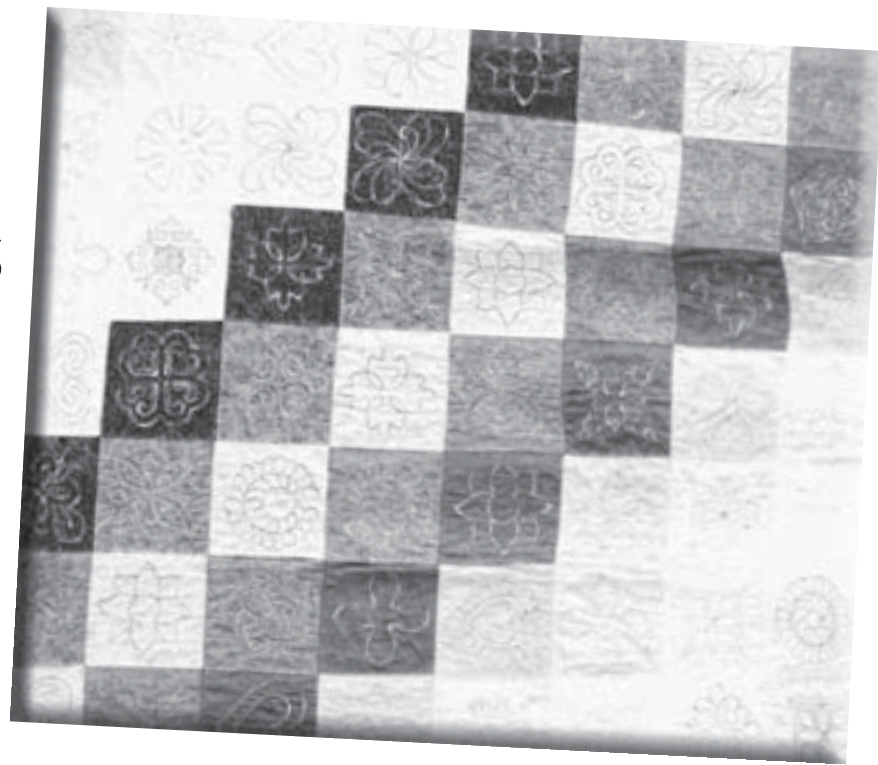
pleted lap-size quilts to organizations serving people in need.

The project ends each year with a family quilting bee. Students, family members and others come to the school to see the finished quilt tops and work together to "tie off" – use short lengths of yarn to attach the quilt top to the backing. The event has become more popular every year.

"I watch the students demonstrate all they have learned, watch them display their quilts and then teach their parents about the quilting process," Suman said. "It's a 'coming-togetherness' of families and friends that is almost overwhelming to me."

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For more information about "Piece by Piece," contact Ashland Family Resource Center Coordinator Geri Willis at (606) 327-2748 or Crabbe Elementary teachers Donna Suman or Krisi Kramer at (606) 327-2730. All three educators' names are on the KETS global list.



"Piece by Piece – Quilting Across the Curriculum" Project Syllabus, 12 Weeks Spring 2003

Project Overview – Parents, teachers and community partners gather to review the project syllabus and hear a story about quilts, quilting and generosity: "The Quiltmaker's Gift."

Web Page – Students create a Web page that highlights classroom activities throughout the project period. (Technology)

History of Cotton – Through video, classroom discussion and various materials, students learn about the history of the fabric. (Social studies, science, practical living)

Governor's Quilt – Students write to the governors of all 50 states, requesting information about the states and asking each governor to sign a fabric cutout of his or her own state. The students use desktop publishing to develop a brochure about each state. They

Continued on Page 5



Photo by Rick McComb

YaLonda Houston and her 3-year-old cousin Tabatha Smith helped finish one of several quilts produced last spring by 4th-grade students at Ashland Independent's Crabbe Elementary. Families of the 4th-graders come to the school's annual "Piece By Piece" closing activity, which features a dinner, an exhibition of students' work, presentation of award ribbons and recognition of community sponsors.

work the cutouts into a "quilt of the nation." (Language arts, social studies, technology)

Parts and Sizes – Students learn about parts of a quilt (blocks, sashing, binding, top, batting, backing) and quilting techniques. Students measure their beds at home and calculate quilt dimensions. (Arts/humanities, mathematics, social studies, practical living)

Tangrams, Geoboards, Geometry and Measurement – Students read the book "Grandfather Tang," create patterns using

tangrams and geoboards, learn about shapes, angles, area, perimeter, symmetry and points on a grid. They use grid paper to practice drawing shapes and making patterns. They use computer software to design and name patterns and present their designs to the class. They use rulers, yardsticks and tape measures to learn accuracy in measurement. (Mathematics, technology, language arts, arts)

Quilt Designs/Patterns, Construction and Fabrics – Students learn the history behind quilt patterns, techniques and terms

(patchwork, applique, album, crazy quilting, paper piecing). They invite their parents and grandparents to share family quilts with the class. Using quilter's rulers, they learn practical applications of fractions and geometry. They test the "measure twice, cut once theory" by cutting fabric squares, circles, rectangles and half-square triangles. They use a color wheel for learning about symmetry, hues, prints, solids and geometrics. (Mathematics, science, social studies, arts/humanities)

Threads of History – Students research the oral and written history of the significance of quilts in the Underground Railroad movement and the influence of African American Art. Students conduct a WebQuest on the topic and produce a PowerPoint presentation based on the knowledge they gain. After reading books about character ("The Rag Coat," "The Quiltmaker's Gift" and others), students use various media to design their own rag coats (on paper). They demonstrate generosity by learning about community agencies and determine which agencies will receive their finished quilts at the end of the project. (Social studies, language arts, technology, arts/humanities, and practical living)

Quilting Tools, Equipment and Supplies – Students learn to do hand stitching, then review the invention and development of the sewing machine. They learn about threads, needles, special lighting, scissors, rotary cutters, quilting rulers, software and other notions and safety issues. (Social studies, technology, practical living, arts)

Hands-on Experience – Students learn to use sewing and embroidery machines, notions and other quilting tools in the construction of lap-size quilts or quilted wall hangings. (Technology, arts/humanities, practical living)

Instructional Field Trip – Students go to a local quilt supply store to observe members of the Gone to Pieces Quilt Guild doing hand quilting and using various quilting tools. They try working on a quilt top in a frame. With assistance and using what they learned

from the color wheel lesson, they select fabrics for making their quilts.

Community Visits – Students take an instructional field trip to community agencies to learn more about how they serve families and children. Later, they will decide which agencies will receive their finished quilts.

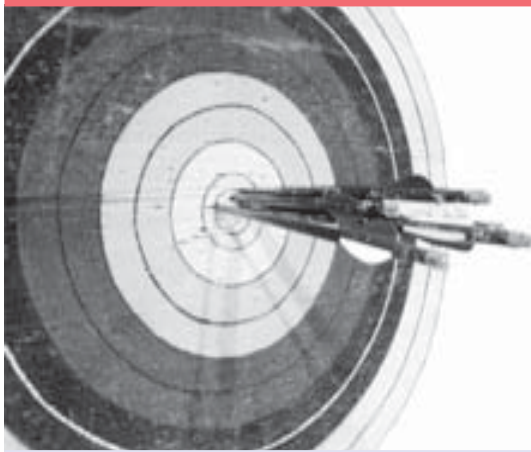
Dye It, Paint It, Create It – Students use natural products (berries, walnut shells, mustard, and other plants and substances) to dye unbleached muslin. They use various painting/batik techniques to create one-of-a-kind fabric swatches. (Science and arts/humanities)

Writing Patchwork – As a culminating event, students complete a final project using one of the following forms:

- Create a quilt top on paper or computer, name it and explain the process of how it was designed, using knowledge/skills gained during the project.
- Write a poem, a short story or a play about quilts/quilting, using knowledge/skills gained during the project.
- Present a PowerPoint presentation about the quilting project, based on lessons learned.

Community partners from Classic Bank judge the students' products using rubrics developed by the faculty. All students receive ribbons (first, second, third or honorable mention) for their work.

Family Quilting Bee, Tying Off the Quilts, Student Quilt Gallery – Students, family members and guests attend a dinner event that features an exhibition of students' work, presentation of award ribbons and special presentations honoring sponsors. Students unveil their quilts. Following a brief lesson in "tying off," family members help students complete the quilts. The quilts remain on exhibit until students present them to local social or charitable organizations.



BULLSEYE!

NEW ARCHERY PROGRAM IS ON TARGET IN KENTUCKY SCHOOLS

By Faun S. Fishback
Kentucky Department of Education

Prowess with a bow and arrow isn't limited to Cupid, Robin Hood and William Tell. In the past two years, nearly 90,000 Kentucky students have gained archery skills in a program that teaches Olympic-style target archery as part of the physical education curriculum.

Educators say these students in grades 4-12 have become a disciplined corps of archers who are more focused on achievement and more interested in school.

"Archery: On Target for Life" is the product of collaboration between the Kentucky Department of Fish and Wildlife and the Kentucky Department of Education. Officials in those agencies call the program the first of its kind in the nation and say it has gained attention from educators in every state.

"Sixteen states have indicated they want to replicate the program," said Roy Grimes, deputy commissioner of the Fish and Wildlife Department.

Education Department curriculum writers Agnes Durbin and Connie Shakelford developed the program's two-week unit of study. In addition to teaching Olympic-style archery skills, the unit provides standards-based interdisciplinary activities in social studies, mathematics, visual arts and English/language arts. The unit includes suggested journal entries, open-response questions and other writing prompts, essential questions and rubrics.

Professional archer Jennie Richardson coordinates the archery program for the Fish and Wildlife Department and conducts the cer-

tification training that is mandatory before schools can participate in the program. Richardson taught an extracurricular archery class when she was a mathematics teacher at Whitley County Middle School, so she knows firsthand how students can blossom as participants in the sport.

Because student size, strength and athletic ability are not considerations in archery, "students who maybe couldn't be a success with ball sports or in academics can be successful in archery," she said. "This sport is an educational tool. On-task performance gets better, concentration increases, classroom behavior improves and self-esteem rises."

More than 120 schools throughout Kentucky offer the archery program. The greatest impact appears to be in middle schools, where teachers and principals report improvements in attendance, behavior and learning

across the curriculum. (See story on next page.) Archery has become so popular in middle schools that after-school clubs have formed and inter-district competitions are occurring.

Teacher Certification

The National Archery Association sanctions Kentucky's 12-hour certification workshop for archery coaches. The workshop teaches educators, parents and other interested adults about archery history, safety, shooting form, equipment and competition formats. Teachers can apply for Teachers' Professional Growth Fund reimbursement to cover the costs of substitute teachers, travel and other workshop expenses.

Family resource and youth services center directors, parents and teachers in content areas other than physical education also are being certified to help with after-school archery programs, Richardson added.

Getting Equipped

A special equipment package is available to help schools purchase the required archery equipment. The package of 11 bows and arrows, targets and a backstop accommodates a class of 30 students.

A Fish and Wildlife Department grant reduces the equipment cost from \$2,400 to \$1,850, said Deputy Commissioner Grimes, who oversees the program for that department. About 90 percent of participating schools fund the program with existing physical education budgets. However, Grimes said, teachers also have obtained sponsorships from local businesses; contributions from sportsman, conservation and archery clubs; and education grants for after-school programs and from federal and sports agencies.

Jeremy Anderson, physical education teacher at Garrard County Middle School, supplemented a mini-grant for archery equipment by asking businesses to "buy a bow." Each bow purchased through the fundraiser carries a small disk identifying the donor. Anderson said the school spent only \$175 on equipment.

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For more information:

- About "Archery: On Target for Life" – Jennie Richardson, (606) 549-9918, rich4641@bellsouth.net; Department of Fish and Wildlife, (800) 858-1549.
- About Teachers' Professional Growth Fund or equipment grants – Agnes Durbin or Connie Shackelford, Kentucky Department of Education, (502) 564-2106; adurbin@kde.state.ky.us; cshackel@kde.state.ky.us.

Archery Events

State Competition

Kentucky elementary, middle and high schools enrolled in the National Archery in the Schools Program can participate in the first state archery championship on May 20 at the Kentucky Horse Park.

Register online at www.nfaaarchery.com or through the National Field Archery Association at (800) 811-2331. Only teachers may register students for the competition.

Certification Training

June 25 and 26 – Trigg County Middle School

July 7 and 8 – Moore Traditional Middle School, Jefferson County

July 17 and 18 – Leatherwood Elementary, Perry County

For information about this National Archery Association Level I certification training, contact Jennie Richardson at (606) 549-9918 or rich4641@bellsouth.net.

Reports From the Field

How Archery is Motivating Students to Achieve

Trigg County Middle School

"We Set our Sights for Distinguished Flight!" is the slogan for this school's archery program. Students are beginning to apply the same attitude to their classwork, say physical education teacher Tina Davis and principal Hal Bedell.

"Students gain discipline from the archery program," said Bedell, a former military sharpshooter. "They have to follow instructions and do what's required or they don't get to be in the program. It makes them work harder in the classroom."

Teachers tell Davis that archery students are now calmer, more focused and more self-directed in their academic classroom activities. "When many of our students find they can be proficient in archery," Bedell said, "they work to be proficient in their content studies."

Nearly 80 students on the after-school archery team compete against teams in nearby districts. Students are honing their skills for state competition. (See "Archery Events," page 6.)

For more information, contact Davis and Bedell at (270) 522-2210. Both are available by e-mail through the KETS global list or at these addresses: tdavis@trigg.k12.ky.us; hbedell@trigg.k12.ky.us.

Woodford County Middle School

Physical education teacher Melody Hamilton reports that the school's archery program gets assistance from many sources:

Gary Coffee, a heating and air conditioning systems employee for the school district, volunteers time to the archery team. A competitive archer himself, he helps maintain the school's archery equipment. Parent volunteers Chris Orr and Geri Ash also help with the program.

A student who has no use of her left arm hit a bullseye in Hamilton's class after receiving pointers from Tim Farmer. Farmer, host of the KET program "Kentucky Afield" (produced by the Department of Fish and Wildlife), lost the use of one arm in an accident. He hunts with a crossbow using his teeth to draw back the bow.

Hamilton and Beaumont Middle School (Fayette County) physical education teachers Lora Browning and Bobby Jones decided during certification training that they would share archery equipment so more students in both schools could participate in the program.

In its first year, Woodford County Middle School's 40-member archery team took first-place honors at the 2002 Bluegrass State Games. After participating in the

school archery program, student Melissa Kyle Ash has pursued national archery competitions on her own and holds a Top 10 ranking in the Junior Olympic Archery Development Program.

For more information, contact Hamilton at (859) 873-4721 or mhamilto@woodford.k12.ky.us.

Garrard County Middle School

Special education students are working harder, achieving more and behaving better because of archery, reports physical education teacher Jeremy Anderson.

To participate, all students must attend school every day, complete assigned work, maintain at least a C average and exhibit good behavior. "Some of our special education students were really working (on academics) on Mondays and Tuesdays, but they started slowing down on Wednesdays," Anderson said. "Now they keep working on Wednesdays and Thursdays because they want to shoot archery on Fridays."

Enthusiasm for archery affects all participating students, Anderson said. Content teachers say students are sub-



Photo by Rick McComb

Student Daphne Phillips aims for the bullseye at Trigg County Middle School. Principal Hal Bedell says participation in "Archery: On Target for Life" is having a positive effect on students' academic performance.

mitting some of their best-ever writing pieces during the two-week archery program, which offers interdisciplinary connections to other content areas. More students participate in extended school services programs to improve their grades and qualify for archery, he added.

Anderson said the archery program lets him get to know and work with students on a new level. "The interaction between teacher and student is exciting," he explained. "I'm getting to know them on a personal level. I feel like I can educate them."

Contact Anderson at (859) 792-2108 or janderso@garrard.k12.ky.us.

Taylor County Middle School

For physical education teacher Paul McQueary, the lack of "notes from Mama" is proof that archery is a sport every student can enjoy. He

has 100 percent attendance in his archery classes.

"Archery is so accommodating," he explained. "Everybody can be successful."

McQueary, a bowhunter, said teachers don't need prior archery skills to take the certification workshop. Teachers learn to use the equipment and how to use the archery unit of study. "There's a lot of support," he said.

The school's 25-member archery team plans to compete next year in cyberspace against the team at Northern Middle School in Pulaski County, coached by physical education teacher Gail Begley. Students will compete at their own schools and post results on the Internet. This use of technology will eliminate travel expenses but still permit students to compete.

Contact McQueary at (270) 465-2877, extension 166, or at pmcquear@taylor.k12.ky.us.

Shelby County students travel back in time via the Underground Railroad

By Joy Barr
Kentucky Department of Education

The gifted and talented students at Shelby County East Middle School designed, developed and implemented an Underground Railroad simulation as a way of making history come alive.

Through a project commemorating Black History Month, gifted and talented resource teacher Kathie Wrightson helped the students pursue their fascination with Kentucky's role in the secret network of people who helped African Americans escape slavery prior to the Civil War.

"I think a lot of times history text books can be dry and boring, and it is beholden upon the teacher to figure out how to make that textbook come alive," Wrightson said. The result of her effort was a multi-lateral project integrating reading, writing and social studies while helping students develop critical and creative thinking skills.

Wrightson, a nationally certified teacher, said the project included three main components: immersion of primary resources; inquiry or open-ended questions that allow students to construct learning; and authentic publishing, performing or simulation events. Wrightson and 8th-grade American history teacher Jack Bosley collaborated on the project, which culminated with 5th-grade students from neighboring Wright Elementary School coming to East Middle to experience the Underground Railroad time travel project.

Students study American history at both levels and take state tests in social studies in 5th and 8th grades, so this project is beneficial for both groups, Wrightson said.

The middle-schoolers guided about 90 students through the simulated Underground Railroad's

six stations, each named for a city to give travelers a sense of traveling from the south to the north. One of the most famous "conductors" was Harriet Tubman, portrayed by Sasche Allen.

"It was a great experience for me," Sasche said. "I went into this thinking that I already knew a lot about Harriet Tubman and her work with the Underground Railroad, but when I started my research, I realized how much I had to learn."

Each learning station activity lasted about 10 minutes and reflected a particular theme or topic:

- **Station 1: Life on a plantation in Knoxville, Tenn.** – Students handled real cotton provided by Bosley's father, who grows cotton on his southern Kentucky farm. Students learned why slaves ran away and why some chose to stay on the plantation to work.

- **Station 2: Songs and Stories** – Students learned "Follow the Drinking Gourd" and other spirituals. They also learned about code words and phrases embedded in the songs to help enslaved people feel human in a dehumanizing environment.

- **Station 3: Map Studies** – Students "crossed the lake" from Sandusky, Ohio, to Windsor, Ontario, and freedom. They studied geography and planned a route to the north, the way an enslaved person might have in the 1800s.

- **Station 4: Famous People** – Students "met" Lucretia Mott and Frederick Douglass and learned about other abolitionists, white and black, who fought to end slavery. They also experienced hiding while listening to the owners of houses claim that no fugitives were hidden there.

- **Station 5: Survival Stories** – Students heard first-person accounts of dangers faced by travel-



Photo by Rick McComb

Shelby County East Middle School student Sasche Allen (left), in the role of Harriet Tubman, teaches Wright Elementary student Brittany Crawford how to pick cotton. The activity took place at one of six stations along the middle school's simulated Underground Railroad. Tubman, born into slavery in 1820, personally conducted more than 300 persons to freedom in the North and was instrumental in obtaining freedom for millions more.

ers on the Underground Railroad. They learned how to read star charts and follow the North Star to find their way at night. They discussed survival strategies, from finding food to avoiding capture.

- **Station 6: Freedom in Cincinnati** – Students learned about the options African Americans had once they reached freedom in the north.

After students visited all six stations, they met in the cafeteria to discuss their experiences. Their 5th-grade teachers received packets of materials written or gathered by the 8th-grade students. The packets included fact sheets, Web addresses, writing prompts and puzzles the teachers could use to build on the Underground Railroad experience.

Wright Elementary teacher Lynne Anderson said she and her students were impressed with the 8th-graders' work. "It was obvious the students had done extensive research and used their information to create stations along the route to freedom in the north," she said. "My 5th-graders learned so much in this meaningful way. This type of learning helps them draw conclusions from history and understand historical periods. It is a higher order of learning."

For more information about East Middle School's Underground Railroad simulation, contact Kathie Wrightson or Jack Bosley at (502) 633-1478 or send e-mail to them at kwrightson@shelby.k12.ky.us or jbosley@shelby.k12.ky.us (or through the KETS global list).

Professional development courses now 'showing' on a computer near you!

Imagine! Professional development courses you can take when and where *you* want to take them. Through the Kentucky Virtual High School (KVHS), educators can take courses online anytime, anywhere there's a computer connected to the Internet.

These courses are state-approved for professional development credit, but individual school policy dictates whether these hours will be accepted at the local level. According to Bob Fortney with the Department of Education's Division of Virtual Learning, participants work approximately two hours per week during a seven-week course to earn the available 12 hours of credit.

"Almost a third of them devote more time to a course than they get credit for, because they find that what they learn can help them immediately in their classrooms," Fortney said.

To preview online PD before registering for a course, go to the KVHS Web site at www.kvhs.org. In the "go to class window," enter the ID kvhspd and the password kvhspd (lower case, no spaces). A self-directed orientation will offer instruction on using the KVHS tools and navigating the course site. A sample course, "Principal Selection Training for SBDM Members," is available. While the sample course is in display mode and not interactive, it offers a look at how content is displayed and course tools are used.

Courses offer interactivity between participants and facilitators and encourage sharing and professional collaboration. KVHS recommends getting a group of three or four teachers in a building or district together in a study group.

"A group format is a powerful model for making change in a school," Fortney said.

The fee for most courses is \$70 (often with group rates for school councils), and most courses award from one to 12 professional development hours. Detailed descriptions of these courses are available at www.kvhs.org.

Course Catalog

KVHS will offer the following courses in 2003 and 2004. Courses marked with an asterisk are also available during the Summer '03 session.

- Engaging Students in Reading with the World Wide Web *
- Using Technology to Enhance the Elementary Math Curriculum *
- The Science Classroom and Technology Integration *
- Using Technology to Enhance the Social Studies Curriculum
- Meeting Economics and Practical Living Standards Using Internet Resources K-5 *
- Integrating Economics Using the Internet Stock Market Game *
- Using Microsoft PowerPoint across the Curriculum *
- The One-Computer Classroom and Technology Integration *
- Introduction to Online Teaching and Learning *
- SBDM New-Member Training (required six-hour training)
- Principal Selection Training for SBDM Council Members *
- Introduction to Comprehensive Improvement Planning *
- Teaching All Students – Emergency/Probationary Special Education Teachers Online Professional Development *
- Spotlight on Algebra (from Southern Region Education Board) *
- Getting Started with Limited English Proficient Students *

For more information, check www.kvhs.org or contact Bob Fortney at (502) 564-4772 or bfortney@kde.state.ky.us.

Schedule for 2003-04 KVHS Online Professional Development

Summer Session '03 (intensive four-week courses)

Registration now through 5 p.m. ET on June 19

June 16 – Courses open

July 11 – Courses close

Fall Session '03 (seven-week courses)

Registration now through 5 p.m. ET on Sept. 18

Sept. 15-19 – Orientation

Nov. 2 – Classes close

Spring Session '04 (seven-week courses)

Registration now through 5 p.m. ET on Jan. 16

Jan. 12-16, – Orientation

Feb. 29 – Classes close

Kentucky Teaching and Learning Conference '04 (three-hour fee-based KTLC workshop and seven-week courses)

Registration deadline and process to be announced on KTLC Web site (www.ktlc.org)

March 4-6 – KTLC fee-based workshops begin this course

April 25 – Classes close

Summer '04 (seven-week courses)

Registration now through 5 p.m. ET on June 17

June 14-18 – Orientation

Aug. 1 – Classes close

KVHS Courses Available on Demand

- SBDM New Member Training
- Principal Selection Training for SBDM Councils
- Online Professional Development for Emergency and Probationary Special Education Teachers

Schools and districts can request "custom" KVHS courses to help meet their unique professional development needs and schedules. A minimum of 10 participants is required for a "custom" course.



Speaking from Experience

"All computer users – whether novice or proficient – can feel comfortable with this online setting. At the end of the course, we ask participants to fill out a survey. One of the questions is 'What one word would you use to describe the course?' Most of the participants in my classes respond with 'fun.' Others describe the experience as 'refreshing,' 'enriching' and 'stimulating.' Educators who take these online courses often say to me, 'All p.d. should be like this.'"

Barbara Barr
KVHS Teacher, Fayette County



Living in Poverty, Learning in Middle Class

National consultant helps teachers understand how to help students from low-income families succeed in a world based on middle-class values

By Beth Dotson Brown

Condensed from an article in the December 2002-January 2003 issue of "Fast Forward" and reprinted with permission of the publisher, Forward in the Fifth, a nonprofit organization providing educational opportunities in Kentucky's Fifth Congressional District.

Freta Parkes has conducted her share of discussions about grades and discipline with students and their parents. She worked in education for 33 years, spending some of that time as a principal.

While speaking to a group at Berea College, she drew on her own experience, and the research of educator and publisher Ruby K. Payne, to help teachers better understand the gaps between people who live in poverty and those who live in the middle class. Because schools are based on middle-class norms and values, she said, students who come to school from a background of poverty don't always understand what's expected of them.

Parkes introduced information from Payne's book, "A Framework for Understanding Poverty." Payne, a former principal, began compiling information for the book when she realized that many teachers couldn't get past the fact that some of their students who qualified for free lunch came to school wearing \$100 tennis shoes.

Parkes outlined several key points to remember when discussing poverty.

1. Poverty is relative.

"Many families in your communities don't have a lot of money but do not consider themselves poor," she said. "We only know we are poor when we compare ourselves to someone else." In kindergarten, students choose their friends based on whom they like. When they get to 2nd or 3rd grade, they begin to notice the "haves" and "have nots."

2. Poverty occurs in all races.

The median income of households in the U.S. decreased between 2000 and 2001 from \$43,000 to \$42,000, Parkes said. The largest percentage of people living in poverty is children under 18,

with the largest subset of that group being children under 4. One in six children goes to bed hungry every night.

3. Generational poverty and situational poverty are different.

People who are living in generational poverty often have the attitude that "I am poor. It's not my fault. You owe me." People in situational poverty are more likely to say, "I am poor, but I won't always be poor. I'm going to find a way to get out, and that is my own responsibility."

4. Schools and workplaces operate from middle class norms and values.

Not all students live with middle-class norms and values, but they must adapt if they are to become valued employees. For example, Parkes said, people in the middle class value work and don't understand how students can come to school and not expect to work.

5. 'Security' has different meanings.

The middle class values achievement and material security. People in poverty don't have material security, Parkes said, so they put more value on relationships and entertainment. Children who are entertainers are highly prized, so the boy who entertains his family at home and receives praise for it doesn't understand why his teacher doesn't praise him when he tells jokes during class.

6. There are two sets of rules: home rules and school rules.

Individuals bring with them the hidden rules of the class in which they were raised. This is the root of many discipline problems. Many families living in poverty are headed by single women. In these homes, the oldest son is often the protector of the family, so his ability to fight to survive is prized. The same fighting ability is not valued at school. Parkes told of trying to help a student understand the two-sets-of-rules factor by using sports examples. She asked the student what it means to tackle someone in football.

Then she asked if he could use the same tackling technique in basketball. Of course not, he replied. Why? Because each sport has its own rules. One set of rules cannot apply to the other game. The same is true of home rules and school rules.

"Not only did I have to help my students see that, I also had to help their parents see that," Parkes said. Students must have permission from their parents not to fight in school.

Resources for Change

The only way a child can become an adult is by learning from a role model, Parkes said, but not all adults are positive role models. Many are engaged in destructive behaviors such as alcohol or drug addiction. The children influenced by these adults have fewer choices in life because they know only one way. Positive relationships in school can provide role models that present other options for how these students might live out their adult lives. They also give students someone who expects them to do well.

Sometimes, Parks said, middle-class adults misinterpret students' behaviors. She told of a middle school student who came to school so dirty that she had a severely unpleasant odor. When the school investigated her home life, they found that she didn't lack water to bathe with. Rather, her stepfather had been physically abusing her. The only way she could keep him away was to be so physically offensive that he wouldn't get near her. This student's "inappropriate behaviors" spoke nonverbally about her problem.

People also have distinctive ways of using verbal language to communicate. Although in schools people usually communicate with "formal" speech, in many homes of poverty the only language or "register" the family uses is "casual."

"It's important that we help students in poverty move from casual to formal register," Parkes said. Most jobs these students will apply for after they graduate require the more formal speech. Some schools teach their students about the different registers to help them understand how to communicate more effectively when they are not at home. Some educators use the phrases "money talk/street talk" or "private talk/public talk."

Anyone who has been in a classroom has heard students use language that is not appropriate for the classroom. When that happens, Parkes said, the teacher might say,

"That sounds like a private conversation to me. Can you think of another way to say that to me?" Thus, "that sucks" turns into "I don't like this activity" or "I no longer enjoy doing this."

Parkes emphasized that educators must understand about the casual register so they can communicate with students and parents. One difference is that in casual language, people don't get directly to the point; they tell a story or make a point in a roundabout way. When teachers are in a hurry, they might say to parents, "I don't have time." To parents, that phrase translates to "I don't want to talk to you." The parents then think, "If you don't listen to me, you won't listen to my child."

Having a positive relationship with a family can have an impact for generations. In her own experience, Parkes has found that if she made a mistake in communicating with the first generation of her students, their families remembered, and the mistake affected her relationship with that family when she taught the grandchildren of those first students.

Parkes also pointed out that to survive in poverty, one must use nonverbal and sensory skills. To survive in school, however, you must use verbal and abstract skills. Thus, teachers must concentrate on helping their students gain these skills.

Perceptions

To illustrate differences in perception between economic classes, Parkes gave an example involving the middle class and the wealthy class. A middle-class teacher went into the home of a wealthy woman and noticed a striking painting on the wall. The teacher commented to the homeowner that the painting looked like a Picasso. The teacher assumed the woman would be impressed with her knowledge of art. Instead, the woman replied haughtily, "It *is* a Picasso." She was insulted that someone would think she had only an imitation.

Different rules. Different expectations. Understanding them can help bridge the gaps and increase student achievement.

For further information about "A Framework for Understanding Poverty," contact aha! Process Inc. at P.O. Box 727, Highlands, TX 77562; (800) 424-9484; www.ahaprocess.com.

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Freta Parkes is a consultant for aha! Process Inc., a Texas-based company that works with school districts, social service groups and businesses to help people better understand issues related to poverty. For details, visit www.ahaprocess.com.

Beth Dotson Brown is a Lexington-based writer and editor who frequently covers public education issues.



Photos by Rick McComb



Legislative Summary

A Review of Selected Education Legislation
Passed by the Kentucky General Assembly in 2003

All provisions of HB269 (marked with an asterisk) are part of the Budget Bill and will expire June 30, 2004, unless included in subsequent legislation.

The full text of bills passed during the recent legislative session is available online at www.lrc.state.ky.us/record/03rs/record.htm.

GOVERNANCE

Kentucky Board of Education

Member Qualifications: Prohibits a member of the Kentucky Board of Education from being a professional educator in elementary and secondary education or to have a relative employed by the Kentucky Department of Education or to have a direct or indirect interest in the sale of books, stationery or any property, materials, supplies, equipment or services for which board or department funds are expended. (SB 152)

Graduation Requirements: Requires that courses of study include provisions that participation in the Reserve Officers Training Corps meets the physical education requirement for high school graduation. (HB 269*)

Education Professional Standards Board (EPSB)

Emergency Substitute Teaching Certificate: An applicant for emergency substitute teaching who has a bachelor's degree from an accredited institution and meets the background check is to be granted an emergency substitute teaching certificate for any grade level. (HB 252)

National Board Certification training program: Authorizes EPSB to decrease the rate of reimbursement toward the certification fee and other components if other sources of funds are being received for the same purpose. The board may limit the number of participants in each application period based on the funds available. (HB 252)

Pilot Teacher Internship Program: Authorizes the EPSB to conduct a two-year internship pilot program for new teachers between July 1, 2003, and June 30, 2006. (SB 95)

Teacher Education Model Program: Provides \$2 million during fiscal year 2002-2003 for a Teacher Education Model Program. (HB 269*)

Department of Education

Commonwealth School Improvement Fund: Authorizes the commissioner of education to use the Commonwealth School Improvement Fund to provide support services to schools needing assistance under KRS 158.6455 or to

meet the requirements of No Child Left Behind. (HB 269*)

Elementary Arts and Foreign Language Program: Requires the department to promote the integration of the arts and foreign languages into the elementary school program by awarding a grant to at least one school per region under specified criteria. (SB 154)

Highly Skilled Educators: Authorizes the department to expend funds appropriated for the Highly Skilled Education Assistance Program on intervention services that may be required by the Federal No Child Left Behind Act of 2001. (HB 269*)

Medicaid Reimbursement Funds: Authorizes the department to implement a strategy, in conjunction with local school districts and the state's Department for Medicaid Services, to maximize federal reimbursement under the Medicaid Program for Medicaid-eligible administrative functions performed by elementary and secondary school faculty, staff and administrators. (HB 269*)

Professional Growth Fund and Professional Development Leadership Mentor Fund: The commissioner of education may transfer any available funds between the Professional Growth Fund and the Professional Development Leadership Mentor Fund as needed to satisfy the demand

and need to support respective teacher programs. (HB 269*)

School Records Concerning Missing Children: Sets a number of requirements related to the interaction between schools and law enforcement agencies in cases of missing and recovered children. (SB 156)

Textbook Adoption: Authorizes the commissioner of education to delay the adoption of textbooks or combine two groups for adoption. (HB 269*)

Local Boards and Districts

Publishing Requirements: Public availability of the school district's complete annual financial statement and the school report card are required to be made by publishing the documents in the newspaper of the largest general circulation in the county, electronically on the Internet, or by printed copy at a prearranged site at the main branch of the public library within the school district. (HB 269*)

Weather Disaster Days: For the 2002-2003 school year only, the commissioner of education is directed to approve five disaster days for a district that has been closed at least 10 days. Certified personnel are to continue to report to work and participate in instructional activities or professional development during the five disaster days. (SB 132)

Continued on Page 13

Teachers Rally for Education

An estimated 21,000-plus educators, parents and others gathered at the state capitol on Feb. 12 to voice support for adequate funding for public schools. Frances Steenbergen, president of the Kentucky Education Association, said in her speech to the crowd, "How can we keep our students on target to reach 'proficiency' by 2014 when funding for public school programs, resources, salaries and benefits has remained at 'novice' since 1994?"



Photo by Chris Hall for KEA



Photo by Charles Main for KEA



Photo by Chris Hall for KEA

From Page 12

Making Up Instructional Days: Time added to a school day during the 2002-2003 school year to make up days lost due to school closures is to be calculated as equivalent time for student instructional days and for teacher and classified staff days; such time is to be calculated as equivalent time to be applied toward retirement service credit for certified and classified staff. (SB 224)

Schools

School Council Member Training: Clarifies the time period for completing the required training for school council members. Experienced members may participate in the training for new members to fulfill their training requirement. (SB 134)

Veterans Day Observance: Requires all public high schools to devote one class period within the five days preceding Veterans Day to its observance. The program is to include a teacher and a veteran and must be approved by the principal. (HB 303)

School Employees

Critical Shortage Positions: Effective July 1, 2003, a district may hire up to two Kentucky Teachers' Retirement System retirees or no more than 1 percent of the total active members in critical shortage areas with no limitation on salary. The number of retired members that an employer may employ full-time as a percentage of the membership actively employed full-time by the employer is reduced from 4 percent to 3 percent. (HB 269*)

Director of Pupil Personnel: A local district superintendent may employ the director of pupil personnel less than full time. (HB 224)

Health Insurance for Public Employees: Permits an employee covered by the state health insurance group to select coverage in a county adjacent to his county of residence if neither his home county nor work county has a hospital that provides surgical services, intensive care services, obstetrical services, level II neonatal services, diagnostic cardiac catheterization services and magnetic resonance imaging services and the county adjacent to his county of residence has a hospital with those services. (HB 95)

CURRICULUM

Student Financial Aid: Allows the use of student financial aid funds, including Kentucky Education Excellence Scholarship funds, for students who plan to major in theology, divinity or religious education. (HB 40)

Library Science Scholarships: Permits students in an accredited library education program provided via distance learning technologies to be eligible for the scholarships. Out-of-state students who agree to work in a library or archival services program in Kentucky upon graduation are eligible to apply for a scholarship. Scholarship

See SUMMARY on Page 14

BUDGET SUMMARY

Major Highlights of Funding Actions by the 2003 General Assembly

- ❑ FY 2002-03, an additional \$14.7 million is provided for one-time Support Education Excellence in Kentucky (SEEK) payments to local school districts. These funds are to be distributed through the SEEK formula, but are separate from and in addition to moneys appropriated for the base guarantee for the SEEK Program at the \$3,081 per pupil level and are not part of the continuing appropriation for base SEEK.
- ❑ FY 2003-04, a 3.6% increase in the SEEK base (\$3,191) is provided.
- ❑ \$3 million is provided to equalize the 5 cents levied by growth districts if the district currently meets the growth criteria and levies an additional 5 cents under the statute.
- ❑ Mandate to give a salary increase of \$1,080 in FY 2003-04 to certified employees of local schools regardless of contract length or annual base salary. Certified staff who work less than full time shall receive a pro rata share of the \$1,080 cost-of-living adjustment based on the terms of their employment. The cost-of-living adjustment totaling at least \$1,080 in fiscal year 2003-2004 is in addition to the normal rank and step increases attained by certified personnel employed in local school districts. Local districts are also required to provide a 2.7% increase for classified employees.
- ❑ FY 2003-04 funding of \$4,118,000 for Department of Education regional service centers is eliminated; 88 jobs abolished.
- ❑ Management Assistance Program for FY 2003-04 is reduced by \$893,400. (This will reduce the support available from the Department of Education to districts that have financial or management difficulties.)
- ❑ Elementary Arts and Language Initiative for FY 2002-03 is not funded. \$500,000 is appropriated for FY 2003-04.
- ❑ School Technology Funds for FY 2003-04 originally funded at \$20 million is funded at \$18.7 million.
- ❑ School Rewards Trust Fund Balance of \$11.9 million in FY 2002-03 and FY 2003-04 appropriation of \$10.4 million is transferred to the General Fund. (The General Assembly must authorize total funding if rewards are to be distributed to successful schools in 2005.)
- ❑ Textbooks (\$21.7 million) are not funded in FY 2004. The commissioner is authorized to delay or combine textbook adoption. (Adoption of new mathematics materials at the elementary level will occur as scheduled; districts must use money from other sources to purchase new math textbooks and instructional materials.)

SUMMARY

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recipients must work in the state for two years. (HB 376)

FINANCE

Support Education Excellence in Kentucky Funds: The General Fund appropriations to the base Support Education Excellence in Kentucky (SEEK) Program are intended to provide a base guarantee of \$3,081 per student in average daily attendance in fiscal year 2002-2003 and \$3,191 per student in average daily attendance in fiscal year 2003-2004. (HB 269*)

Certified Staff Cost-of-Living Adjustments: All certified staff employed full time by local boards of education, regardless of length of service or base salary, are to receive a cost-of-living adjustment totaling at least \$1,080 in fiscal year 2003-2004. Certified staff who work less than full time are to receive a pro

rata share of the \$1,080 cost-of-living adjustment based on terms of their employment. The cost-of-living adjustment totaling at least \$1,080 in fiscal year 2003-2004 is in addition to the normal rank and step increases attained by certified personnel employed in local school districts. (HB 269*)

Classified Staff Cost-of-Living Adjustments: The General Assembly directs local school districts to provide not less than a 2.7 percent cost-of-living adjustment to classified employees in fiscal year 2003-2004. (HB 269*)

Flexible Spending Accounts: Any funds remaining in flexible spending accounts of employees of local school districts for calendar year 2003 are to be transferred to the credit of the General Fund, as already required by KRS 18A.225. (HB 269*)

Local Tax Rates: For calendar year 2003, a district board of education may levy a general rate that will produce revenue from real property,

exclusive of revenue from new property that is up to 4 percent over the amount of the revenue produced by the compensating rate as defined in KRS 132.010. (HB 269*)

Local District Grant Fund Carry Forward: Up to 10 percent of any state grant fund to a local district that is unexpended for fiscal year 2002-2003 may be carried forward to fiscal year 2003-2004 without a reduction in the fiscal year 2003-2004 allocation. (HB 269*)

Program Flexibility in Use of Certain Funds: Five programs (Professional Development, Extended School Services, Preschool, Textbooks and Safe Schools) are modified to permit the state and local school districts additional flexibility in the distribution of program funds while still addressing the governing statutes and serving the need and the intended student population. (HB 269*)

Urgent Need School Trust Fund: The Urgent Need School Trust Fund

is established for the purpose of assisting school districts that have urgent and critical construction needs. The Kentucky Board of Education is to certify the eligibility of a school district to participate in this fund. (HB 269*)

Category 5 Buildings: Funding from the Coal Severance Fund is provided to support bond funds for "Category 5" school buildings (poorest condition) in accordance with the Kentucky Department of Education's Building Assessment document of March 4, 2003. Debt service assistance to each district is to be determined by funding based on unmet need and calculated utilizing Cash Balances and Bonding Potential available for the project. (HB 269*)

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For more information about education-related legislation, visit www.lrc.state.ky.us/record/03rs/record.htm or contact Bonnie Brinly at (502) 564-4474 or bbrinly@kde.state.ky.us.



EDUCATORS REVIEW BOOKS AND JOURNALS ABOUT THE PROFESSION

Metaphorical Ways of Knowing: The Imaginative Nature of Thought and Expression

By Sharon Pugh, Jean Hicks,
Marcia Davis

Hardcover, 220 pages; National
Council of Teachers of English;
June 1997; ISBN: 0814131514

My teaching is a white-sailed boat that nods agreeably up and down with the gentle ebb and flow of the tides (that is, when it's not being man-handled by Mother Nature as she throws monster waves and ogre winds to toss it about as if to break my spirit as well as my mast). Now that's a metaphor!

This book helps anyone use the art of metaphors. Metaphorical ways of knowing will allow you to communicate with your students – and students to communicate with you – in a way that seems quite personal. Students can and do create metaphors that help readers see or hear or understand what they mean. Once they “get it,” they can let you into their world by coming up with metaphors to explain better what they mean. It's like a secret password.

This book is full of ideas on how to crack the code of metaphors to open that door. The introduction tells you who could use this information: practitioners; preservice teachers; teachers of grades 5-12; teachers who use a workshop or interdisciplinary unit approach; and non-language arts teachers. Did I miss anybody?

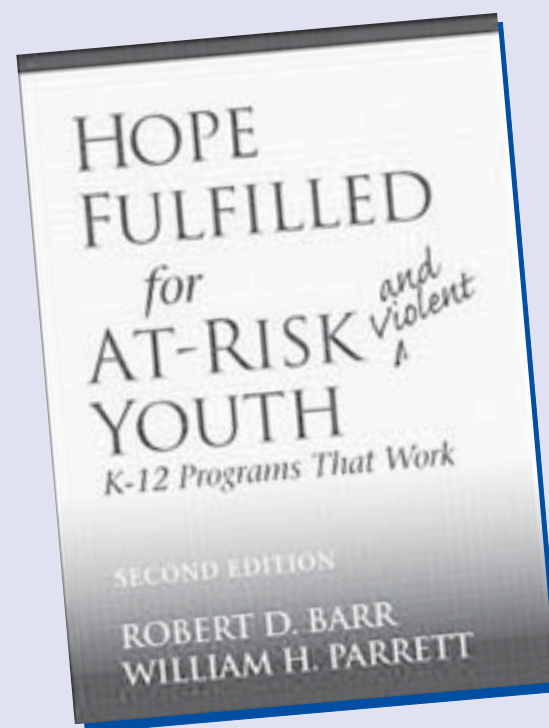
Chapters 1-4 offer different perspectives on metaphors along with “try it out” sections of activities. For ex-

ample, Chapter 2 has an idea I can use next year at the zoo. The authors recommend having the students observe monkeys and then journal about their observations. A second time at journaling, the students write about feelings and thoughts related to their observations. This helps the students separate what they saw from what they felt, which gives them a sense of point of view. Thirdly, the students list the facts they know from research and readings as well as their observations. From all of this, they write a poem.

This book includes a guided imagery script to help students use visualization to write. There are activities to develop empathy and critical thinking, fostering cultural awareness and acceptance. One such activity is to ask students to write from the perspective of a character very different from themselves. Another activity uses fashion metaphors to define the past or types of people. Many ideas and suggestions are included, but this book is more than a teacher's reference manual. It is a life enhancer, particularly for writing project teachers.

*Review by Linda Satterlee-McFadin
Teacher, Western Middle School
(Jefferson County)*

Hope Fulfilled for At-Risk and Violent Youth: K-12 Programs That Work



By Robert D. Barr and
William H. Parrett

Hardcover, 306 pages; Allyn and
Bacon; second edition, September
2000; ISBN 0205308864

This book is a gold mine of much-needed, effective and necessary information on teaching at-risk students in our schools. It is a wonderful, inspiring book by an amazing author. I had the privilege of listening to Robert Barr speak at a graduate course I took last summer. The messages from this book: educators are the only hope many of these children have, all students can learn, and teaching reading remains important, no matter how old the student. By believing in these children, we *can* guarantee that even the severely at-risk will have promised success.

This book offers:

- reasons why we should be concerned about at-risk youth

- answers to why the needs of at-risk youth have not been addressed
- examples of how school systems fail at-risk youth
- a comprehensive review of evidence regarding effective programs
- a potpourri of programs that work from early childhood all the way through high school
- strategies for creating the will to educate all students

The messages in this book are important for educators and crucial to the development and understanding of *all* children. I recommend the book to teachers, administrators and school personnel at all levels.

*Review submitted by Tracy Deaton
Primary Teacher
Bush Elementary (Laurel County)*

Summer **SIZZLES** with P.D. opportunities

Arts in Education

Looking for a boost in arts and humanities education? Attend the Kentucky Institutes for Arts in Education and explore five art forms (drama, dance, music, visual art and creative writing) in a two-week, hands-on professional development seminar for educators. Artists lead sessions to help teachers discover their own artistic capabilities and connect the arts across the curriculum.

Participants may earn graduate credit or take the seminar for a reduced, non-credit tuition. Middle school teachers may apply to the Kentucky Department of Education for tuition and travel reimbursement through the Teachers Professional Growth Fund.

Two universities offer institutes this summer:

- Murray State University (June 2-13, with some flexibility for school calendar conflicts)
- University of Louisville (June 9-20, with classes held at The Kentucky Center)

To receive an application brochure, contact Jeffrey Jamner at jjamner@kentuckycenter.org or (502) 562-0703. The brochure is also available online at www.kentuckycenter.org/education/kiae.asp.

Teacher Academies

The Kentucky Department of Education's 44 teacher academies provide intensive, long-term, content-focused professional development in all core content areas. These five-day opportunities have three goals:

- to improve teacher knowledge in a core content area;
- to enhance the ability to teach the content more effectively so student learning and performance will improve;
- to foster learning communities and develop the leadership capacity of participating teachers.

Academies are open to all teachers, including teachers of students with disabilities, Title I teachers and other specialists. They are coordinated and presented by approved providers in collaboration with the department's Office of Academic and Professional Development.

For a list of academies and information about applying, visit the Department of Education's Web site (www.kentuckyschools.org); enter "#2003 academies" in the keyword/search box.

For information about a specific academy, contact the coordinator named on that academy's Web page. For general information about these professional development opportunities, contact Sheila Vice at (502) 564-9850 or svice@kde.state.ky.us.



Talk to us!

Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

E-mail kyteacher@kde.state.ky.us

Phone (502) 564-3421 or (800) 533-5372
(toll free in Kentucky)

Fax (502) 564-6470

Write Kentucky Teacher
1914 Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601

Register for Folklife Festival 2003

The Kentucky Folklife Program invites teachers to register student groups for the Kentucky Folklife Festival, Sept. 25-27 in downtown Frankfort. Presented by the Kentucky Historical Society and the Kentucky Arts Council, this year's event will be the sixth celebration of the state's cultural heritage. Programming on Sept. 25 and 26 will feature a variety of education activities designed for students.

The festival will showcase the state's music, crafts, food and occupational traditions. Students will learn by talking with artists and demonstrators, tasting regional cuisine, observing ethnic dance traditions and listening to music of diverse styles. Hands-on activities will take place throughout the festival.

Registration will be handled on a first-come, first-served basis. There is a charge of \$2 per student. To receive a registration form, contact Jennie Boyd at (502) 564-1792, ext. 4424, or jennie.boyd@mail.state.ky.us. In your message, include your name and your school's full address and telephone number. For more information, visit www.kyfolklife.org.

Civil War resources available

The Civil War Preservation Trust will offer the following opportunities and resources during the 2003-04 school year.

Civil War Teacher Institute – July 25-27 at Virginia Tech, Blacksburg, Va. No cost for sessions or meals, but participants pay for travel and lodging. Details at www.civilwar.org/teachinst2003.htm.

Poster & Essay Contest – For grades 4-12. Theme: Honor the Past, Preserve for the Future. Read last year's winning entries at www.civilwar.org/contests2003.htm.

For information about entering this year, contact the organization (see below).

Free Curriculum – Download it free of charge at www.civilwar.org/curriculum1.htm or request it in CD-ROM format.

To request materials or details about these programs, contact Jennifer Rosenberry, Education Coordinator, Civil War Preservation Trust, 11 Public Square, Suite 200, Hagerstown, MD 21740; (301) 665-1400, extension 204; jrosenberry@civilwar.org.

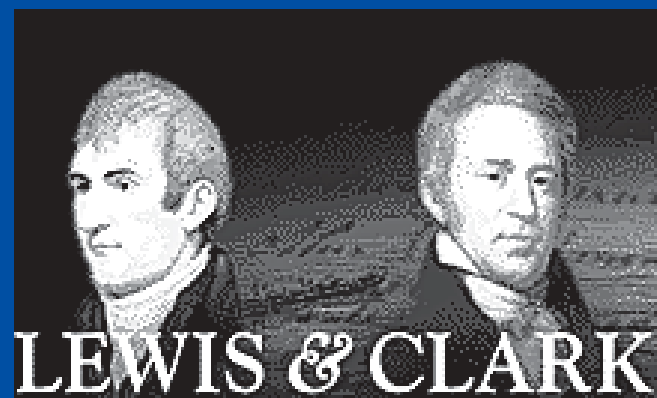


Tech Entrepreneurs

Prater Borders Elementary School students Brittany Adams and Jerrica Tackett demonstrated how to make personalized calendars at this spring's Magoffin County Schools Technology Showcase. With student guidance from teacher Stephanie Patrick, some participants of the school's Student Technology Leadership Program designed, produced and sold calendars during the school year as a way to apply technology skills and learn about the ups and downs of the business world.

Photo by Rick McComb

Two Opportunities to Explore!



At the Kentucky State Fair . . .

At this year's Kentucky State Fair (Aug. 14-24 in Louisville), "Lewis & Clark + 200" will tell the story of the Corps of Discovery and its Kentucky origins. Students can relive the adventure through hands-on exhibits, murals, recreated campsites, living history performers, interactive experiences, shows and demonstrations.

Prior to the fair, students (individuals, groups or entire classes) may create and submit projects or works of art that interpret the "Lewis and Clark + 200" theme.

Students whose works are selected for display at the state fair will receive certificates and ribbons from the sponsoring organization, The Courier Journal. See the exhibition Web site for entry rules and deadlines.

Group tours of the exhibit must be booked in advance. Teachers who book tours will receive curriculum materials based on Kentucky's core content for assessment in social studies and science. A discounted admission of \$1 per person applies to all students, teachers and adult chaperones. Bus parking is \$4. A lunch area is available by reservation for groups bringing brown-bag lunches.

Group tour details and booking forms are available online at www.kystatefair.org (click on "Special Exhibits") or from Alice Timberlake at (502) 367-5212 or alice.timberlake@mail.state.ky.us.

For details about submitting individual or group projects, check the Web site or contact Stephanie Darst at stephanie.darst@mail.state.ky.us.

At the Kentucky History Center . . .

This year's Kentucky History Education Conference will commemorate the bicentennial of the Lewis and Clark Expedition. "Lewis, Clark and Kentucky," scheduled for July 28 and 29 at the Kentucky History Center in Frankfort, will examine Kentuckians' roles in the Corps of Discovery and explore interdisciplinary classroom activities inspired by the expedition.

General sessions will include presentations by historian Jim Holmberg and Clark County teachers Sandy Stults and Jamie Case plus "York: Explorer," a 45-minute performance by Hasan Davis. Concurrent session topics include encounters with Indians, geography, natural history, primary sources,

and arts and humanities approaches to the conference theme.

The conference is co-sponsored by the Kentucky Historical Society, the Kentucky Council for the Social Studies and the Kentucky Association of Teachers of History. Preregistration is required. A \$50 fee covers handouts, refreshments and a boxed lunch. Members of the sponsoring organizations are eligible for a \$5 discount.

For information or a registration form, contact Vicky Middleswarth at the Kentucky Historical Society at (502) 564-1792 ext. 4425, or vicky.middleswarth@mail.state.ky.us. Information is also posted online at www.kyhistory.org/Teachers/Teachers_Workshops.htm.

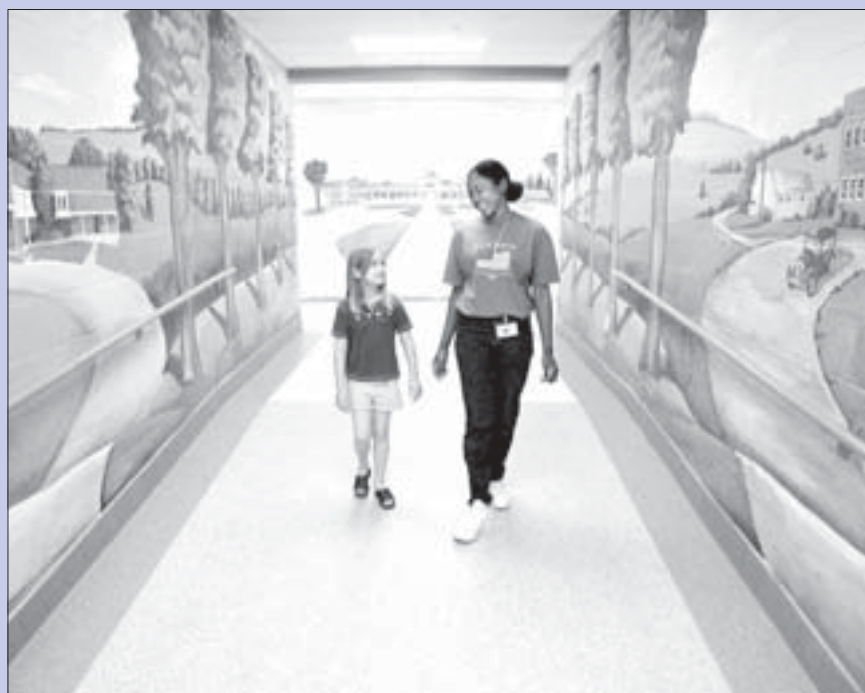


Photo by Rick McComb

Passing History

History surrounds student Danielle Jones and student teacher LaQuetta Shepard as they stroll through a hallway at Rich Pond Elementary School in Warren County. The art traces the history of the school from its start in a one-room schoolhouse. The scene in the background includes the school's new 14,000-square-foot renovation/addition.

Forestry offers training for 'teaching with trees'

The Division of Forestry will host K-8 Project Learning Tree workshops during the summer and fall. Each participant will receive a teacher's guide, a poster and a CD and video for learning about energy through music and dance. To learn about Project Learning Tree workshops, visit www.plt.org/events/events/cfm. To inquire about or register for a workshop, contact Jennifer Turner at JenniferL.Turner@mail.state.ky.us or (502) 564-4496.

The division also will offer summer workshops on how to teach using the agency's Wildfire Prevention CD-ROM. Teachers may attend a workshop free of charge. Those who take an extra CD-ROM to another teacher and show that teacher how to use it will receive \$50. For details and online registration, visit www.itm-info.com/wildfire/ on the Internet. Click on "Kentucky."

New program helps schools communicate with parents who don't speak English

In the face of growing demands for schools to serve students better by communicating effectively with parents and families, the Kentucky Department of Education has taken a significant first step toward enhancing school districts' capabilities to communicate with the limited- and non-English-speaking parent community.

The department now offers "TransACT No Child Left Behind Parent Communication Center," a comprehensive, Internet-based subscription service that provides more than 70 school-related letters and forms in English and 22 other languages. This powerful technology tool, available to school districts at no cost, is designed to help a district meet the No Child Left Behind (NCLB) Act of 2001 and Office for Civil Rights requirements, enhance multilingual communication, and save development time and resources.

Kentucky is home to more than 10,000 school-age children who speak another language and do not speak English "very well," reports 2000 U.S. Census data. This represents a 46 percent increase from 1990 and is significantly higher than the national growth rate of 3.3 percent.

"Children enrolled in Kentucky schools speak at least 74 different languages," Education Commissioner Gene Wilhoit told school district superintendents via e-mail in

April. "I am pleased the department can make this important service available. It helps Kentucky schools comply with federal NCLB parent notification requirements that schools communicate with learners and their families in the language that they best understand."

The comprehensive collection of translated legal and policy documents includes enrollment forms, home language surveys, field trip and bus permission forms, plus documents covering issues related to attendance, immunizations, parent rights, parent-teacher conferences, qualification for free and reduced-price lunch, discipline, referrals and more.

This resource is available through any KETS workstation with Internet access and a district staff person's self-selected username and password. Accessing and using the site requires no special technological skills beyond the ability to browse the Web. The department has requested that each district designate a primary enrollee who will facilitate enrollment of other users.

A two-minute demonstration of the program is posted online at www.mynclb.com (click on "View a Demo").

Training on using this new tool will be available in late May. For details about the tool or the training, contact Rina Gratz at (502) 564-2106 or rgratz@kde.state.ky.us.



Photo by Rick McComb

Young Scribe

Micha Hitchcock pencils a first draft in her primary classroom at Central Elementary School in Johnson County. Central is one of six schools above the 100-point mark on Kentucky's 140-point accountability scale. Between 2000 and 2002, the percentage of Central students scoring in the proficient and distinguished categories in writing leaped from 51.16 to 68.75.

KET to launch series on signs of sexual abuse of children

Kentucky Educational Television, in collaboration with four other organizations, has produced a new video series to help teachers recognize and respond effectively to signs that a child has been sexually abused.

In "Promise Not to Tell? A Teacher's Guide to Recognizing and Responding to Child Sexual Abuse," professionals from the fields of mental health, law enforcement, education and social services join adult survivors of such abuse to provide insight and practical advice on dealing with this issue. The series includes three 20-minute programs:

1. Recognizing and Responding – describes many of the warning signs and provides information on what to do – and not do – in response to a child who discloses abuse
2. Reporting and Investigating – examines all aspects of reporting child sexual abuse and issues related to the investigative process
3. Dealing With Long-term Consequences – suggests ways teachers can support abused children during and after the prosecution of their abusers

All Kentucky public schools will receive series-related support materials, including mini-binders for each teacher and a poster for each school. Educators may reproduce the videos and printed materials to meet local needs.

KET plans to broadcast the series several times during the 2003-04 school year on its Star Channels satellite system, starting in August. Look for specific air dates and times in the KET School Resources book to be mailed to all Kentucky teachers during that month. Schools without access to the Star Channels system may obtain a copy of the video series. Watch for details in KET mailings.

The Department for Mental Health and Mental Retardation Services, Prevent Child Abuse Kentucky, the Kentucky Association of Sexual Assault Programs and the Child Victims Trust Fund worked with KET to develop the series. For additional information, contact Natalie Kelly at (502) 564-7610 or Natalie.Kelly@mail.state.ky.us.

Inside Kentucky Schools

A Kentucky Department of Education Production

30 minutes of news and features about education in Kentucky

- Second and fourth Saturday of every month at 5 p.m. Eastern/4 p.m. Central on KET1
- Second and fourth Sunday at 3 p.m. Eastern/2 p.m. Central on KET2

Please check TV listings for air times on local cable stations.

For program information, visit www.kentuckyschools.org

THE Bulletin Board

By Joy Barr
Kentucky Department of Education

Middle School Association announces annual conference

The Kentucky Middle School Association (KMSA) will hold its fall conference Sept. 21-23 at Embassy Suites in Lexington. The keynote speaker will be Rick Wormeli, a nationally certified teacher and the nation's outstanding middle and high school English teacher of 1996.

Featured presenters will include Paul George, noted author, consultant and nationally recognized expert on middle level education; Jack Berckemeyer, assistant executive director of the National Middle School Association; and Jane Haskell, executive director of the Missouri Middle School Association.

For details, regular updates and online registration, check KMSA's Web site at www.kmsaonline.com. Click on "KMSA Conference."

New Web site offers geography resources

A new Kentucky Geographic Alliance Web site (www.kga.org) offers resources for teachers and students. Highlights include geography education standards, a directory of social studies regional coordinators, links to state and national organizations, maps, and monthly updates of grant and travel opportunities for teachers.

For more information, visit the Web site or contact Lauren Rapp at the Kentucky Geographic Alliance at (502) 852-2785 or kygeography@hotmail.com.

Dealing with the fear of war

The Kentucky School Boards Association offers a variety of resources for teachers and parents to help students deal with the fear of war and terrorism. Visit www.ksba.org.

KASA announces two events for educators

The Kentucky Association of School Administrators has announced the following opportunities for educators:

- 34th annual KASA conference, July 16-18 at the Galt House in Louisville
- From KASA's Division of Professional Development, a new leadership training strand designed for educators who desire to pursue a leadership track

For more information about leadership training, contact Shirley Lafavers at (502) 875-3411 or shirley@kasa.org. For conference information, contact Rhonda Caldwell at the same phone number or rhonda@kasa.org. Information about both opportunities is also available online at www.kasa.org.

Fifth edition of 'Best Web Sites' now available

The fifth edition of "The Best Web Sites for Teachers" is available from the International Society for Technology in Education (ISTE).

This edition features more than 1,200 reliable, safe and educationally rich sites, including many that include lesson plans. Browser information has been updated, and new lists focus on multicultural and special-needs students. The authors include forms for evaluating and creating customized lists of Web sites and explain how to use the two most popular browsers to best advantage.

Find the table of contents and an excerpt on bilingual site resources at www.iste.org/bookstore. The site includes a link for purchasing the book online.

The Kentucky Center to celebrate 20th anniversary

The Kentucky Center will celebrate 20 years of performing arts and arts education with a five-day festival Oct. 15-19. Two festival events are free and open to the public:

- Oct. 15 and 16: Arts and Cultural Festival – exhibits, performances and displays
- Oct. 18: Governor's School for the Arts Celebration – exhibits, film, poetry, music, dance and theater from alumni of the Governor's School for the Arts

Tickets are available for three other events: the 20th Anniversary Black Tie Gala (Oct. 17), a country music concert (Oct. 18) and the Great Kentucky Gospel Shout-Out (Oct. 19).

For more information about these and other festival events, visit www.kentuckycenter.org or contact David Holland at (502) 562-0157 or dholland@kentuckycenter.org.

News for the Nation's Most Innovative Educators

Kentucky Teacher

Kentucky Teacher is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to Kentucky Teacher, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail kyteacher@kde.state.ky.us.

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Commissioner of Education Gene Wilhoit
Associate Commissioner Hunt Helm
for Communications
Director Armando Arrastia
Division of Publications and Web Services
Editor Fran Salyers
Copy Writers Joy Barr
Faun S. Fishback
Photographer Rick McComb
Graphics and Design Susie Snodgrass, Manager
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Brett Hurst



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News for the Nation's Most Innovative Educators

Kentucky Teacher

MAY 2003



Photo by Rick McComb

Teddy or Not, Here He Comes!

Primary student Drake Riley won first place in the Teddy Roosevelt Look-Alike Contest at Rich Pond Elementary School. See Page 3 for more information about the Warren County school's Roosevelt-related unit of study.

